

**Accreditation Visit for Professional Preparation Programs at
Dominican University of California**

School of Education

April 16, 2008

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Dominican University of California. The report of the team presents the findings based upon analysis of the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

Common Standards (1998)

	Standard Met	Standard Met with Concerns	Standard Not Met
Standard 1: Education Leadership	X		
Standard 2: Resources	X		
Standard 3: Faculty	X		
Standard 4: Evaluation	X		
Standard 5: Admission	X		
Standard 6: Advice and Assistance	X		
Standard 7: School Collaboration	X		
Standard 8: District Field Supervisors	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	17	2	0
Single Subject	19	18	1	0
Education Specialist: MM Level I	17	17	0	0
Education Specialist: MM Level II	12	12	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Dominican University of California

Dates of Visit: April 13 - 16, 2008

Team Recommendation: ACCREDITATION

Rationale:

The unanimous recommendation for Dominican University of California was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards—

The total team reviewed each element of the eight Common Standards and decided as to whether the standard was met, not met, or met with concerns. All Common Standards are met.

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program reviewed, the total team considered whether the program standards were met, met with concerns or not met. In the Multiple Subject Program, seventeen standards are 'Met,' with two standards 'Met with Concerns'. In the Single Subject Program, eighteen standards are 'Met', one standard is 'Met with Concerns.' In the Education Specialist Mild/Moderate Level I Program and the Education Specialist Mild/Moderate Level II Program, all standards are met.

2. Overall Recommendation –

Due to the fact that all Common Standards are met, all Education Specialist standards, Level I and Level II are met and that only three program standards are met with concerns, the team reached consensus on the recommendation of **ACCREDITATION**.

Accreditation Recommendations

(1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Dominican University of California and all of its credential programs: **ACCREDITATION**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Education Specialist (Special Education)
 - Preliminary Level I
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities
 - Internship
- Multiple Subject
 - Multiple Subject
 - Multiple Subject Internship
- Single Subject
 - Single Subject
 - Single Subject Internship
- Professional Level II
 - Mild/Moderate Disabilities

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Dominican University of California be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Dominican University of California be placed on the schedule of accreditation visits for the 2015-2016 academic year subject to the continuation of the present schedule of accreditation visits by the California Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

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Common Standards Cluster:

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Kay Dee Caywood
National University

Staff to the Accreditation Team

Joseph Dear, Consultant

Documents Reviewed

University Catalog	Candidate Portfolios
Institutional Self Study	Candidate Work Samples
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbook	Faculty Vitae
Follow-up Survey Results	Faculty Handbook
Course Syllabi	Library Holdings
Information Booklet	Program Evaluation Data
Field Experience Notebook	Website

Interviews Conducted

	Common Standards Cluster	Program Cluster	Totals
Program Faculty	3	35	38
Institutional Administration	9	13	22
Candidates	18	55	73
Graduates	5	19	24
Employers of Graduates	3	14	17
Supervising Practitioners/Master Teachers	10	13	23
Advisors	3	3	6
School Administrators	4	17	21
Credential Analyst	2	0	2
Advisory Committee	7	2	9
Field Supervisors	3	9	12
Total			247

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Dominican University of California is a small, independent, Catholic university located in the San Raphael community. Students and faculty members come from a wide range of cultural and religious backgrounds; Dominican has an enrollment of just over 2,100 women and men in over 30 graduate and undergraduate degree programs in the liberal arts and professions.

Founded by the Dominican Sisters of San Rafael and chartered in 1890, the University offers two masters/teaching credential programs in both traditional and alternative certification routes for candidates who wish to become elementary, secondary and special education teachers.

School of Education

The School of Education shares the Dominican view of teaching as a moral and ethical act. Its mission is to educate teachers who ground their practice in subject matter and current educational theory, who work collaboratively, who exhibit sensitivity to culture and community, and who demonstrate commitment to continuous professional development.

At its San Rafael site, Dominican has been educating teachers since 1924. Courses are offered in an evening, traditional semester format for candidates in Marin, southern Sonoma, Contra Costa, Alameda and San Francisco counties. Open since 1983, Dominican's Ukiah Center, typically educates 20-25 candidates a year. It offers classes on Tuesday evenings in regional locations, and a Friday night-Saturday weekend format for candidates in rural and remote locations of Mendocino, Lake, and northern Sonoma counties. It is Dominican's only off-campus site. Currently there are 166 credential candidates found in the programs on these two sites.

The School of Education engages in continuous planning, evaluation, and program improvement. At regularly scheduled faculty retreats and meetings, education faculty members develop both internal and external expectations for program review and improvement, and re-visit their shared vision and mission statements for the future of the school and its candidates.

The School of Education offers three different types of educator preparation programs: Multiple Subject, Single Subject and Education Specialist: Mild to Moderate-Level I and Level II.

Table 1: Programs Offered by Teacher Preparation University

	Program Level	Current Students	Program Completers 06-07	Expected Completers 07-08	Agency Reviewing the Program
Multiple Subject	Initial	54	64	53	CTC
Single Subject	Initial	46	31	30	CTC
Dual Credential Programs (ES/MS or SS)	Initial	26	11	14	CTC
Education Specialist-Level I	Initial	11	14	17	CTC
Education Specialist-Level II	Advanced	6	5	5	CTC

The visit

The visit to Dominican University of California began on Sunday, April 13, 2008 at 3:00 p.m. when team members first met at the hotel. Following the team meeting, a poster session/reception was held at the University. At this time, team members met with university administrators and program coordinators at which time information about programs was shared. Interviews and examination of documents occurred on Monday and Tuesday. Two school sites were also visited on Tuesday. The team met with School of Education administrators and program coordinators on Tuesday for the mid-visit report. On Tuesday evening the team met to discuss all standards and programs. Consensus was reached on all standard findings with a resulting **accreditation** recommendation. The Exit Report was shared on the campus at 9:00 a.m. on Wednesday, April 16, 2008.

CTC Common Standards

Standard 1: Education Leadership

Standard is Met

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Credential programs at Dominican University are based on a clearly-articulated vision to provide the highest quality comprehensive program of teacher professional preparation to meet the needs of California's culturally diverse K-12 students, and to develop educators who demonstrate moral and ethical purpose, apply current educational and information literacy theories, use intercultural knowledge in the classroom, and sustain professional excellence to serve the needs of a democratic and diverse society. This vision is grounded in the values established when Dominican University of California was chartered in 1890. Its courses are offered for candidates from Marin, southern Sonoma, Contra Costa, Alameda and San Francisco counties. Open since 1983, the Ukiah Center, educates candidates from rural and remote locations of Mendocino, Lake, and northern Sonoma counties.

Evidence from documents and interviews with program and institutional leadership indicates that credential programs have grown and evolved in collaboration with public schools in the area. Programs are designed and organized with active involvement of credential program faculty from both campuses, and the small number of program faculty allows for continual communication and collaboration among faculty in addressing ongoing program issues, as well as in planning and implementing program changes. Governance structures vary between the two campuses. On the San Rafael campus, program directors have clear supervisory authority over course delivery and program implementation. Conversely, on the Ukiah campus, the center director provides coordination and management for all programs, including recruitment, selection, hiring, evaluation, and retention of all faculty. In an attempt to ensure consistent application, the School of Education advances these goals through faculty retreats; program, and school activities; and interdisciplinary, collaborative meetings. Faculty members and the dean work as a team to raise concerns, ask questions, seek alternative ways of solving problems, set agendas, and formulate goals for the future. This process continues within each program as faculty members formulate plans for the preparation of professional educators within their particular area of expertise.

Evidence from documents and interviews with multiple constituents indicates cohesive leadership. The dean of the School of Education is responsible for the administration of all credential programs. The dean reports to and receives direction from the provost. Evidence from interviews with administration, faculty and staff as well as supporting documents indicate that responsibilities are appropriately delegated and that each professional program's administrative needs are resolved as promptly as feasible. The participation of program faculty on key university committees, such as, the Faculty Forum, Curriculum and Education Policy, Campus

Utilization Committee, Provost Council, Graduate Council, WASC Committees, Diversity Action Group, Professional Development Subcommittee and Instructional Technology, ensures that the interests of credential programs are well represented at the university level. In addition, faculty members participate actively in professional organizations and community advisory groups.

Strengths in Standard Implementation:

While the Ukiah Campus enrollment is small, evidence from documents and interviews with program and institutional leadership indicate that its credential preparation programs are universally valued by local stakeholders and serve economically depressed and sparsely populated rural areas. Employers, and particularly students, expressed profound gratitude for the support they receive through the Ukiah campus.

Area for Growth in Standard Implementation:

None noted

Standard 2: Resources

Standard is Met

Sufficient resources are consistently allocated for the effective operation credential preparation program, to enable it to be effective in coordination, advising, curriculum, instruction, and field experiences. Library and media computer facilities, and support personnel, among others, are adequate.

Evidence from documents and interviews with program and institutional leadership indicates that credential preparation programs are allocated adequate resources for their effective operation. The dean of each school develops an annual budget with the provost, based on prior expenses and current needs. The provost and deans are members of the Budget Committee and the President's Executive Committee for the University. The Board of Trustees allocates a lump sum dollar-based budget to Schools after budget approval. Each School determines how to allocate its resources. The budget includes faculty and staff resources, as well as operational expenses. Interviews with university administration indicate that the School of Education receives resources more than commensurate with program enrollment. Office space is provided for full-time and part-time faculty as well as for the credential analyst and administrative assistants. Allocations of resources are distributed among the programs after input from chairs/directors and faculty. Each program is responsible for faculty positions, supplies and service funds, equipment, minor capital outlay funds, and other resources.

Evidence from documents and interviews with library staff indicates that the library's major collection development emphasis over the last two years has been to restructure the electronic holdings to focus on full-text resources, allowing a collection of research materials to grow significantly. Approximately 13% of the library's acquisitions budget is focused on books, print journals, and full-text databases relevant to education. Starting Fall 2008, the university has allocated a program specific liaison within the library to facilitate better usage by faculty and students. Library staff actively pursue additional resources for students and faculty of the School of Education.

Interviews with university leadership, faculty and staff indicate that significant changes have occurred in the general campus technology infrastructure, large scale systems, and department and individual level systems. As a result, all students, faculty, and staff have a reliable network to provide access to the other network services and any Internet access. The following services are included in the general campus technology infrastructures: Internet connectivity, including remote access to Dominican Intranet and library resources; web services; e-mail services; backup facilities to safeguard against disaster; a student information system critical to both administrative and academic functioning; "smart" classrooms providing VCR, DVD, and computer displays; personal computer upgrades every three to four years; security, including firewalls, network security, virus software, and SPAM systems to prevent breach of the university's network; and general use databases.

Strengths in Standard Implementation:

None noted.

Area for Growth in Standard Implementation:

None noted.

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Evidence from documents corroborated by interviews with program and institutional leadership indicate that the School of Education has recruited and selected faculty members who possess the qualifications to fully implement each credential program. Currently there are seven full-time, tenure track faculty members, one term assistant professor, two core instructors, and 57 part-time instructors; the Ukiah campus has only part-time faculty. While all full-time faculty members are career educators with extensive K-12 teaching experiences and doctorate degrees, some part-time faculty members have a graduate-level teaching credential but no advanced degree. Interviews and program documentation indicate that each member possesses the educational and experiential backgrounds that are necessary to contribute in the areas of teaching, professional growth, and service. The university's trustees have committed to increasing full-time faculty to 50%.

Of the seven full-time tenure-track faculty members in education, three are members of an under-represented group, four are bilingual, and five have international teaching experience. Of the part-time faculty members, two are members of an under-represented group, three are bilingual, and three have international teaching experiences. Unit leadership acknowledges a lack of diversity among adjunct faculty and is seeking to meet this need through targeted recruitment; however, diminishing enrollment has limited opportunities to do so. Evidence from documents and interviews with program and institutional leadership indicate that Dominican University has successfully institutionalized five, previously grant-funded positions as regularly budgeted positions.

Evidence from documents and interviews with program and institutional leadership indicates that Dominican provides support for faculty development. Recent faculty development workshops include: publishing the scholarship of teaching and learning, successful methodologies for effective teaching at Dominican University, working with difficult students, creating inclusive learning environments, and incorporating new library databases in teaching and learning. The library provides all new faculty members with information literacy training. One program each semester focuses on diversity and curricular transformation. Faculty members also become eligible for sabbatical leaves beginning in the seventh year of continuous full-time service. The sabbatical funds support research, scholarship, creative activity, instructional development and/or faculty retraining. Additionally, grants are provided for full-time and ranked adjunct faculty to present at professional conferences. Furthermore, in order to help support research/scholarship/creative activities, all full-time faculty members are provide annual grants of \$500.

University documents verify that faculty performance reviews are conducted annually. Procedures for evaluating faculty members and criteria for retention and promotion are explicitly stated in *Dominican University Promotion, Tenure, and Retention Policy and Procedures*. The

university requires that candidates use the online university approved course and instructor evaluation form to evaluate all full-time and part-time faculty members. Interviews suggest that the transition to an on-line system has increased the depth of student responses. Additional performance information is gathered through the program evaluation feedback from directing teachers and through the intern placement feedback from district human resources personnel. The University Institutional Research Office conducts an Exit Survey and a Student Satisfaction Inventory, which provide additional data about student satisfaction with faculty performance in instruction and advising.

Strength in Standard Implementation

Interviews with current candidates and program graduates indicate that program faculty are student-centered, exemplify best practices, and are accommodating to student needs within the confines of a rigorous program. One graduate encapsulated this perception, when she declared, “I feel prepared by Dominican, but I also feel that there are still people behind me. Even as a graduate I could call or email any of my teachers and they would support me right away. They are still my resource.”

Area for Growth in Standard Implementation

None noted.

Standard 4: Evaluation

Standard is Met

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Interviews with candidates, graduates, district field supervisors and employers provide clear evidence that data are collected from multiple sources using multiple methods on the quality of program courses and field experiences. Examples of data collection include: student performance data from the TPA; end of course evaluations; end of fieldwork evaluations; surveys of site administrators, field supervisors and directing teachers; the university's annual student satisfaction survey; and advisory board focus group meetings.

Interviews with program faculty and staff, district field supervisors, directing teachers and employers indicate that data-driven decisions are the basis for making improvements in their program curricula. Evidence was seen in the program Assessment Reports for each credential program that linked learning outcomes, TPA assessments, results, and program improvements. For example, faculty increased the focus on differentiating instruction for English learners and special needs students based on these data. Moreover, program leadership has identified the need for increasingly formalized processes for systematically aggregating and using data from other sources, such as surveys and other evaluations. For assistance in meeting this need, the School of Education recently contracted with the CSU Center for Teacher Quality to participate in its annual survey of program graduates and employers, beginning May 2008. These surveys focus on the quality of teacher preparation as seen in their performance as first year teachers and are linked to the state's Teaching Performance Expectations.

Interviews with program faculty and staff, district field supervisors, directing teachers and employers, in addition to supporting documentation, clearly indicate opportunities are provided for stakeholders from both campuses to become involved in program design, development and evaluation activities. Each campus has established professional and community advisory councils for its multiple, single subject and special education programs. Program directors meet with county and district superintendents and other administrators, parents, classroom teachers, SELPA directors, and community members through regular advisory council meetings and other group or individual meetings to obtain feedback concerning program performance and local educational needs. The School of Education participates as members of the North Coast Beginning Teacher Program Advisory Board. This board includes district and county administrators from six counties, representatives of university intern credential programs, and intern coordinators.

Strength in Standard Implementation

None noted.

Area for Growth in Standard Implementation

No additional areas noted.

Standard 5: Admission

Standard is Met

In each professional preparation program, candidates are admitted on the basis of well defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Interviews with program faculty and staff and supporting documentation clearly indicate that the School of Education and the University's Office of Graduate Admissions each have well-defined admission criteria and procedures for university admissions, as well as admission to all graduate credential programs. The admission teams consider several factors when evaluating candidates for admission and use well-articulated multiple measures consistent with California Code of Regulations, Title V. Candidates are informed of these requirements through online and print publications, in Graduate Information Sessions, from the University Graduate Admissions Office, and in advising meetings/interviews with School of Education personnel. Each application file is reviewed and rated by a graduate admissions counselor and a program chair/director.

While the School of Education actively pursues a diverse student body for all credential program offerings, program faculty report that the percentage of students of color in teacher credential programs is currently only 10%. The University's director of the Center for Diversity, a full-time faculty member of the School of Education, works with school districts and public service agencies to bring the programs to the attention of employers and prospective students of color. The U.S. Department of Education has funded university efforts to attract candidates from under-represented groups into teaching in special education classrooms. Currently, 50% of these grant recipients are from diverse backgrounds and all are simultaneously earning an education specialist credential and either a multiple subject or single subject credential. Program staff anticipates that enhanced recruiting for this program will result in even larger numbers of diverse candidates in Fall 2008 admissions.

Evidence from documents, corroborated by interviews with program and institutional leadership, indicate that Dominican University has clear policies and procedures to ensure that candidates meet high academic standards. The School of Education requires that all successful applicants present a GPA of 3.0 for their last 60 units of graded undergraduate or graduate coursework. In an effort to increase applicant diversity and provide for alternative means of evaluating performance, the School of Education allows acceptance of up to 15% of candidates with GPAs below the required average. A review of student files indicates that program personnel follow stated protocols to review applicant's personal statements and interviews so that desired personal characteristics and relevant prior experience are considered.

Strength in Standard Implementation

Interviews with local employers provide evidence that the institution's admissions process successfully identifies candidates who demonstrate a strong potential for professional accomplishment. Consequently, stakeholders report that program graduates are highly sought after for their knowledge, expertise, compassion and professionalism.

Area for Growth in Standard Implementation
None noted.

Standard 6: Advice and Assistance

Standard is Met

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Interviews with candidates, graduates, program faculty, and university supervisors provide clear evidence that candidates are well-advised. Advisors are knowledgeable about coursework and credential requirements, and candidates' questions and concerns are addressed in a timely and responsive manner. Candidates cited numerous examples of situations in which program faculty and supervisors responded quickly and effectively to answer questions and resolve problems. Program chairs and directors, along with the credential analyst, are specifically trained to monitor all aspects of a candidate's program and to advise each on credential requirements. Assigned personnel meet with all candidates as they enter each program to explain the criteria established for individual candidate competency, and to make sure that all candidates understand the program requirements for successful completion of the professional teacher preparation program. Throughout the program credential analysts, program chairs, directors, and academic advisors assist candidates with their questions and needs. Individual exit interviews are conducted at the completion of a candidate's coursework by the credential analyst to facilitate the issuance of the candidate's appropriate credential.

Candidates in Ukiah are supported by staff on location and at the main campus in San Rafael. Ukiah staff provides academic advising and registration services as well as general support and assistance. Interviews with candidates and a review of student files indicate comparable services to each campus. In January of 2009, university staff anticipates a fully integrated electronic student information system which will allow appropriate personnel in admissions and credentials access to student records. Soon after, students will also be able to register for classes online and receive expedited grades for completed coursework.

Dominican University offers a variety of services to its candidates needing academic or personal assistance including: the Academic Advising and Support Center, the Disability Services Center, the Advising Services Office, University Counseling Services, the Student Health Center, and Career and Internship Services. Program staff report that approximately 10% of teacher credential candidates who fail to demonstrate satisfactory learning and/or performance outcomes are counseled out of the profession.

Strength in Standard Implementation

Interviews with current students and program graduates indicate that program staff are student-centered, exemplify professional expertise, and are accommodating to student needs within the confines of a rigorous program.

Area for Growth in Standard Implementation

None noted.

Standard 7: School Collaboration

Standard is Met

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Program documents, such as program advisory board meeting agendas and minutes, indicate that field experiences in all credential programs involve on-going communication and collaboration between the University and school districts. Identification of potential supervised field experience sites and directing teachers is a collaborative effort with the program's advisory board, local district administrators, teachers, university faculty, and supervisors. In San Rafael, this function is managed by a core faculty member as fieldwork coordinator; in Ukiah, this function is managed by the center director. The fieldwork coordinator or director coordinates the field placements of all candidates working collaboratively with site administrators and program chairs/directors. Fieldwork sites and directing teachers are evaluated each semester by both university supervisors and candidates. When a site no longer meets criteria for quality, a meeting is set up between the administrator and the fieldwork coordinator or center director, where deficits are delineated and a plan is developed to improve the program.

Interviews with local employers provide evidence that the recruitment of interns from participating districts in Marin, Sonoma, and Mendocino counties has increased due to stronger linkages between the North Coast Beginning Teacher Program and Dominican's intern programs. Evidence from documents corroborated by interviews with candidates and graduates indicate that the institution collaborates with local K-12 organizations to select school sites and directing teachers. Candidates complete the field requirements in school settings that match the credential sought. In each credential program, candidates participate in experiences that increasingly approximate the professional roles for which they are preparing. These field experiences include: observation/participation in classrooms; student teaching or intern teaching; and reflection activities. The overall rationale for the sequence of the supervised field experiences in each credential program is based on the concept of providing increasingly complex series of opportunities for candidates to develop their skills and knowledge as educators.

Strength in Standard Implementation

Interviews with local employers provide evidence that the institution's reputation among the community is outstanding. Stakeholders report that program graduates are highly sought after for their knowledge, expertise, compassion and professionalism. Additionally, interviews with program staff, district field supervisors and employers, clearly indicate that the institution collaborates with local school personnel in designing a strong sequence of experiences that is based on a well developed rationale. In particular, the relationship with the North Coast Beginning Teacher Program provides benefit to participants from each institution and effectively streamlines the transition between teacher candidate and novice teacher.

Area for Growth in Standard Implementation

None noted.

Standard 8: Field supervisors

Standard is Met

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Documentation provided by site principals and corroborating interviews verify that all district-employed supervisors are required to meet stated criteria, including: expertise in the fields of elementary, secondary, and special education teaching, depending on the credential being sought; valid teaching credentials appropriate to the classroom/course; and a recommendation from the site administrator. In addition, district-employed supervisors are required to have a repertoire of best practices consistent with SBE adopted standards and frameworks. District-employed supervisors are selected through a collaboration of school district personnel, Dominican faculty and university supervisors.

Interviews with program staff, district field supervisors and employers, in addition to supporting documentation, clearly indicate opportunities for training in supervision are available. The directing teachers and support providers are trained in the supervisory role by the university supervisor at the beginning of each semester. On-site training includes delineation of the expectations, specific strategies for providing constructive feedback to the candidate, a review of the TPEs as successful performance criteria, and expectations for the types of experiences needed throughout the upcoming semester. While interviews indicate a strong initial orientation, evidence of ongoing training was less clear. The *Supervisor Handbook* serves as the foundation for this training session. The directing teacher and university supervisor meet weekly and communicate regularly via e-mail to consult about the needs and progress of the candidate. There are regular discussions regarding candidate progress and problems, expectations for both directing teacher and candidate performance and suggestions for improvement. At the end of each student teaching cycle, the university supervisor and the candidates evaluate the performance of the directing teacher or support provider. In addition to the intrinsic reward of contributing to the development of a prospective new teacher, master teachers receive a unit of university credit. Moreover, support providers receive a stipend from North Coast Beginning Teacher Program for their participation in training sessions and their weekly work with intern.

Strength in Standard Implementation

None noted.

Area for Growth in Standard Implementation

None noted.

Multiple Subject Credential

Post-Baccalaureate and Blended Programs

Findings on the Standards

Following an extensive review of the program document, supporting documentation, field interviews of candidates, adjunct and tenure track faculty, program graduates, university supervisors, directing teachers, employers, and members of advisory councils, the team determined that all the program standards are met except. However the following two standards are met with concerns:

Standard 8A (a, b, c, d)

Met with Concerns

Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates, in part, states "...MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates." While candidates and directing teachers confirm that the candidate are very knowledgeable about the state standards and frameworks in mathematics, science, and history social science, the majority of candidates felt unprepared to make instructional decisions beyond what is in a district supplied textbook. Interviews with faculty, examination of course syllabi, and interviews with candidates confirm that each of the curriculum areas are covered in the Curriculum and Instruction course with the emphasis on thematic instruction through the integration of the subject areas. However, there is a difference in the perceived outcomes here between the post-baccalaureate and the blended program candidates. In general, the blended program candidate felt better prepared in the subject areas than candidates in the post-baccalaureate program. Both groups of candidates expressed concern about their ability to teach the following:

8A(A) – TEACHING MATHEMATICS IN A MULTIPLE SUBJECT ASSIGNMENT

While graduates and candidates confirm that they are able to teach the state-adopted academic content standards, they express consistent concern about their ability to enable students to understand basic mathematical concepts. Candidates felt comfortable using computational skills and processes to solve common problems but application to novel problems is an unfamiliar notion. Candidates were not able to explain how they help students understand different mathematical topics and make connections among them. Candidates were unaware about how to solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. Directing teachers and candidates confirmed that they were able to provide a secure environment in the classroom for learning mathematics but approaching problems in multiple ways and encouraging discussion of different solution strategies was not part of their repertoire.

8A(B) – TEACHING SCIENCE IN A MULTIPLE SUBJECT ASSIGNMENT

Graduates and candidates were able to demonstrate their knowledge of the state-adopted academic content standards in teaching science. While blended program candidates felt comfortable in the content and pedagogy of science, post baccalaureate candidates consistently expressed concern that they were unaware of the need to balance the focus of instruction between science information, concepts, and investigations. Because of their expressed lack of confidence in teaching the science, post-baccalaureate program candidates and graduates

expressed unwillingness at this stage of their development to illustrate science concepts and principles, using scientific investigation and experimentation due to concerns over content and management. Both blended program and post-baccalaureate candidates were confused by conversation regarding the importance of accuracy, precision, and estimation in doing science.

8A(C) – TEACHING HISTORY-SOCIAL SCIENCE IN A MULTIPLE SUBJECT ASSIGNMENT

Graduates, candidates, and directing teachers confirmed that they were knowledgeable about the state-adopted academic content standards in history-social science. However, candidates were not familiar with how to develop the analytic thinking skills in history and social science while attaining the state-adopted academic content standards. While they were aware of elements of the standards including the need to use timelines and maps to give students a sense of temporal and spatial scale, they conveyed a lack of opportunity and experience to develop these concepts. Candidates in all programs developed units to develop social science concepts and themes through providing insights into historical periods and cultures. Their units often centered on understanding events and periods from multiple perspectives by using simulations, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Standard 14

Met with Concerns

Standard 14 - Preparation to Teach Special Populations in the General Education Classroom contains multiple elements. By examining syllabi and through interviews, it was confirmed that while there is a concerted effort to integrate the elements of special education into the Curriculum and Instruction course through a focus on differentiation and adaptation of instruction in the development of lesson plans, there is insufficient coverage of the other elements of the standard in the program including:

14(a) Candidates learn about the major categories of disabilities – Teacher candidates and graduates unanimously confirm that they were not aware of the categories and did not know they existed.

14(b) Candidates learn relevant laws pertaining to the education of exceptional populations, as well as the general education teacher's role in the individual induction program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation. While there was sufficient evidence that candidates were aware of the laws concerning exceptional populations, candidates and their directing teachers confirmed that the program did not provide adequate experiences or coverage of the identification, referral, IEP process, assessment, and evaluation. Some candidates had experiences with implementation of an IEP but relied on school personnel with assistance in knowing about and following through other the elements of the process.

14(c) Candidates learn to assess the learning and language abilities of special population children – There is no evidence that this being taught in the program; candidates and graduates confirm that they did not acquire the knowledge and skills to do so.

14(f) Candidates learn the skills to address the issues of social integration – There is no evidence that this being taught in the program; candidates and graduates confirm that

they have not acquired the knowledge and skills to do so in the coursework or in their field experience.

Strengths of the Program

- Candidates consistently praised the level of support received from faculty and staff. They feel that they receive caring, individual attention and have their needs met. Candidates often commented on how the faculty and staff approach issues with the notion of flexibility and a goal of candidate success.
- The design of the blended program provides early and consistent field experience prior to entering the professional year. Candidates overwhelmingly praised the variety of experiences noting that their confidence increased with each opportunity. They feel far ahead of their post baccalaureate counterparts in having acquired a wealth of ideas, approaches, and professional contacts.
- The small size of the university and high level of faculty stability has contributed to facilitating collaboration, co-teaching, and student progress monitoring. Adjunct faculty members consistently comment on the high degree of support and collaboration provided by the tenure track faculty. The regular meetings with course teams help to ensure that consistency in course content and delivery. Collaboration has enabled courses such as the Curriculum and Instruction sequence to have area experts provide learning opportunities for teacher candidates.
- The Multiple Subject Program enjoys a strong reputation in the community. Employers stated that they look for Dominican University graduates in their hiring pool; candidate report a very positive response by district Directors of Human Resources when they discover their credential was recommended by Dominican University.
- The program has strong liaisons with the regional BTSA Consortium. As a result, there are strategic partnerships related to implementation of California Teaching Performance Assessment and the continuing support of Dominican graduates in their first years of teaching.

Areas for Growth in Program Implementation

- In the implementing the California Teaching Performance Assessment, candidates are very concerned that the workload of the CA-TPA is over-shadowing the importance of having time to concentrate on their student teaching experience, having extensive planning time with directing teachers, and participate in after-school professional activities. This is confirmed by directing teachers who also expressed concern about continuing in coursework during the student teaching experience.

Single Subject Credential Program

Single Subject Credential and Single Subject Internship Program

Findings on Standards

After thorough review of the institutional report, a careful analysis of all supporting documentation, interviews of university and program administrators, Single Subject program faculty and support staff, current candidates, graduates, employers, and supervising practitioners, the team determined that all of the program standards are met, with the exception of Standard 14, which is met with concerns.

Standard 14: Preparation to Teach Special Populations in the General Education Classroom Met With Concerns

The team did not find evidence that the program explicitly and systematically addresses each of the elements in the standard. Concepts and principles appear as student learning outcomes in EDUC 5250 (Observation and Preparation Seminar), as reported in the program document, but not in EDUC 5056 (English Language Development) or EDUC 5260 Secondary Professional Development/Assessment), both of which are reported to carry content related to Standard 14. Although the student learning outcomes in EDUC 5250 include special needs students when the course addresses diversity issues regarding designing instruction (SLO #1), assessing students (SLO #2), and managing instructional time and establish a positive learning environment, the following elements of Standard 14 do not appear to be explicitly addressed: *(a) candidates learn about major categories of disabilities, (b) candidates learn relevant laws pertaining to the education of exceptional populations, as well as the general education teacher's role in the Individual Education Program [IEP] process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation, (c) candidates learn to assess the learning and language abilities of special populations.* These elements may be addressed at various places in the program, but they are not explicit in program materials nor was their existence in the program established through interviews with program constituents.

Strengths in Program Implementation

- The attention and care given to individual candidates is exemplary.
- The program has a strong relationship with local districts and schools, including BTSA/Induction programs, and enjoys a strong local reputation.
- Attention from and accessibility to student teaching supervisors is a strong feature.
- Candidates and graduates are laudatory of program faculty for their teaching, supervision and general concern for candidate progress toward becoming teachers. Faculty are especially appreciated by candidates and graduates for their modeling of instructional strategies that they can use in their own teaching.

Areas for Growth in Program Implementation (in addition to areas associated with the concerns around Standard 14)

- The School of Education needs to diligently search for a replacement for the recently retired program coordinator to bring consistency and direction to program administration by re-consolidating this position's functions in a single person.
- The program needs to consider ways to better integrate adjunct faculty in collaborative

development, review and revision of program curriculum.

- The program needs to explore ways candidates can have richer substantive learning and practical experiences with classroom management prior to student teaching.
- The program needs to consider how to ameliorate the burden on candidates of doing TPA Tasks 1, 2 & 3 during the student teaching semester.
- The program needs to explore ways to give candidates feedback on their TPA submissions.
- The program should endeavor to make current practice meeting Standard 10 explicit in student learning outcomes in courses addressing the standard's elements.

Education Specialist Credential Programs:

Mild/Moderate: Level I and Level II

Mild/Moderate: Internship Credential

Findings on Standards:

Based on the Institution's responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, University administrators and employers, the team finds the following: All standards are fully met for the Mild/Moderate Level I and Level II credential programs as well as the Mild/Moderate Internship Credential programs.

After reviewing documents and conducting numerous interviews, the team determined that this program is highly regarded by students, adjunct faculty, field supervisors, and employers. In fact, the graduates expressed a highly personal level of gratitude to faculty and staff for their support. Additionally, graduates consistently expressed that they are well prepared for their teaching roles and responsibilities and that sentiment was echoed in the interviews with field supervisors and employers.

The Mild/Moderate education specialist curriculum is rigorous, with expectations for high academic performance clearly articulated. Students expressed that they were expected to do their best, and with support from faculty were able to rise to the occasion. Fieldwork opportunities helped to ensure that teacher candidates have ample opportunity to apply theory to practice. Students also expressed that practical application and strategies were available for immediate use in classroom settings.

Strengths in Program Implementation:

The candidates and graduates interviewed consistently expressed appreciation for the availability, accessibility, and individual care provided to them. Students appreciated the small class size. Many stated that they chose to enroll in this program because of the reputation of the institution and the intimate, personalized, and exciting learning environment.

Current candidate, graduates, employers, and field supervisors reported being very pleased with the quality, developmental nature, and individual attention given to help candidates develop their teaching skills in the education specialist programs.

Employer interviews disclosed great satisfaction with the quality of beginning special educators being produced by the program.

Areas for Growth in Program Implementation:

The use of adaptive technology should be considered for inclusion in coursework.